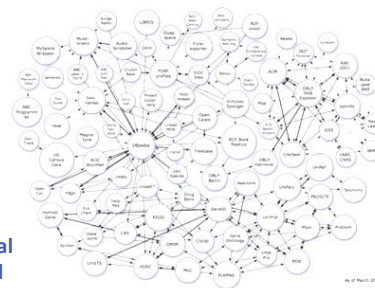


Got PSO Data! Now What?

Charlotte Y. Alverson

October 2011



State and Local
Educators and
Administrators have
data...



In and of itself, having
data isn't a challenge
for educators...

Challenges include...

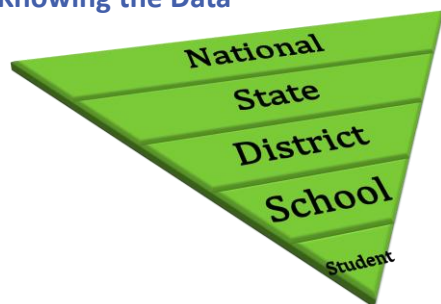
- Having access to these data;
- Having time to review data;
- Having the right data to drive the right interventions
for the right students at the right time,
and in the right dosage.

We've Got Data! Now What?



Knowing the data...
Understanding the data...
Using the data...

Knowing the Data



National Longitudinal Transition Study:2

Youth with disabilities ages 17 – 21 in 2005 out of school 1 mo – 4 yrs

- | Postsecondary education | Employment |
|--|--|
| <ul style="list-style-type: none"> 45% enrolled at anytime (53% general population) 32% 2-yr colleges 14% 4-yr colleges 37% self-identified having a disability & informed school 29% had completed program | <ul style="list-style-type: none"> 72% employed at some time 57% working at interview (compared to 66% general population) 19% had informed employer of disability 3% received accommodation on the job 53% had quit their last job |

Neuman, L., Wagner, M., Cameto, R., & Knoke, A.M. (2008). The Post-High School Outcomes of Youth with Disabilities up to 4 Years After High School. A Report of Findings from the National Longitudinal Transition Study-2.

How are data collected?

Census v. Sample

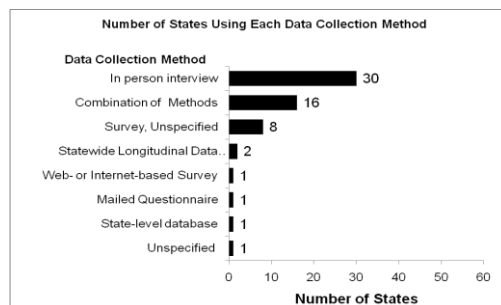
- 37 states Census
- 21 states Sample
- 2 states database
 - Every district/6 years
 - ADM > 50K
 - Representative sample
 - Disability
 - Gender
 - Race/ethnicity
 - Age

Method of Collecting

- 56 states survey (phone or mailed)
 - 16 states used combination
- 2 states unspecified
- 2 states used extant database

Challenge: Contacting leavers 1-year out of school

Data Collection Method



Who collects these data?

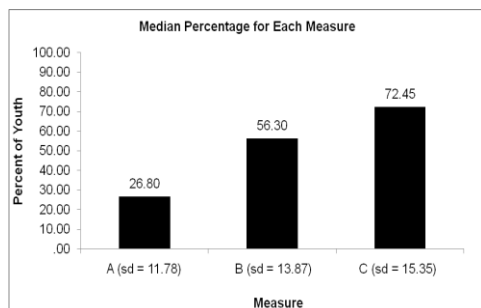
- 31 state / local education agency personnel
- 22 hired contractor
- 7 unreported

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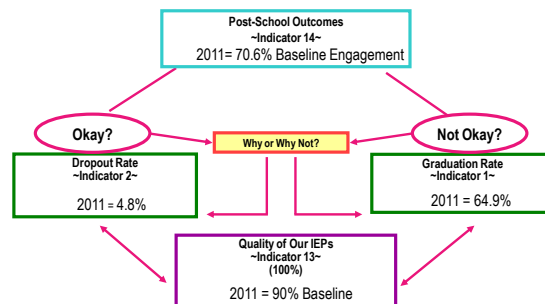
Representativeness

- 48 states reported response rates
 - Range: 4.68% - 94.66% median 47.2% ($sd = 21.77$)
- 39 states described whether the respondent group represented the target population
 - 21 states reported the respondents represented the target population
 - 18 reported the respondents did not represent the target population
 - 21 states did not describe whether the respondent group represented the target group

National Medians for Indicator 14



Linking Arizona Transition Indicator Data to Improve Outcomes as Reported to OSEP in February each year



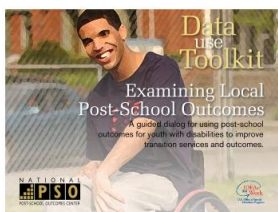
Do you know your state and local data?

- Graduation rate?
- Dropout rate?
- Employment rate?
- Enrollment rate?
- How many females are employed full time?
- How many students who enrolled in post-secondary completed a term?



In and of itself, having data isn't a challenge for educators...

Data Use Toolkit – Revised



Examining Local PSO: District Facilitator's Guide & PPT

- Outlines a Process for using PSO data
 - Assembling the Data
 - Organizing the Data
 - Modifying the PowerPoint
 - Examining the Data
- Questions for a Guided Discussion
- Description of each slide in the PowerPoint
- Appendices
 - Blank Data Tables
 - Master Handouts



Outline of Data Use Toolkit- Revised

Understanding the data

- Purpose for Federal Collection & Reporting Requirements (Why)
- Indicator 14: Post-School Outcomes (What)
- Method used to Collect PSO Data (How)
- Common language
- State Response Rates
- Who's represented in the data

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Outline of Data Use Toolkit- Revised

Knowing the data

- State Data
 - Method of Exit (Graduation and Dropout Rates)
 - Engagement Rate
- District Data
 - Method of Exit, Engagement Rate
 - Engagement rate by Demographics

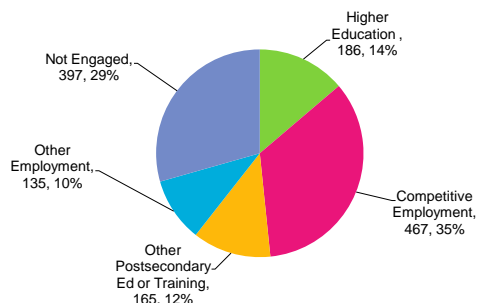
AZ PSO Story

- 2,003 youth in the sample in 2008-09
- 1350 responded to the survey
- 67% response rate
- Respondents represented the sample based on disability, race, and gender.
- Youth who dropped out of school are underrepresented in the survey results

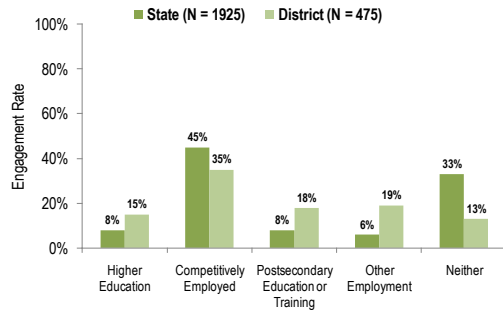


Arizona's Engagement Rate

Of the 1350 youth who responded to the survey from across the state...

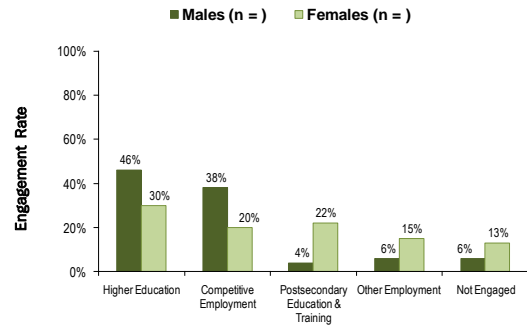


State and District Engagement Rates



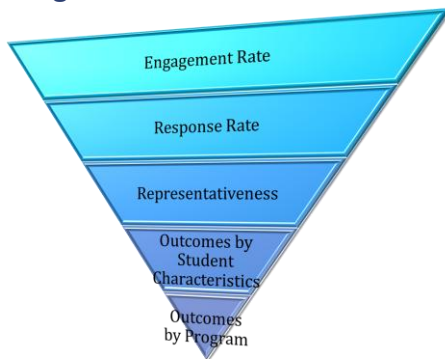
Data Source: Sample (SY 200x-0x)

Percent of Males & Females Engaged

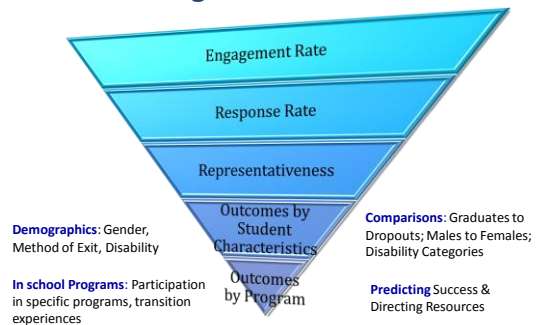


Data Source: Sample (SY 200x-0x)

Knowing PSO Data



Understanding PSO Data



Drilling into the Engagement Rate

Looking at the percent of youth engaged in the post-school activities by the following categories:



- Females v. Males
- Graduates v. Dropouts
- Various Races/Ethnicities
- Disability Categories
- What other groups do you want to look at?

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NPSO Data Use Toolkit v.2

Are Males & Females engaged at the same or similar rate?



- Brainstorm questions to answer about the engagement rates of males and females.

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What do these data tell you?

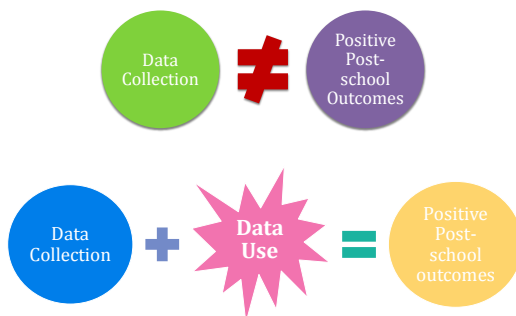
Guiding Questions to Understand the Data

- General Transition Questions
- Graduation and Dropout Questions
- Competitive Employment Questions
- Postsecondary Education/Training Questions



Knowing the data...
Understanding the data...
Using the data...

The Logic of Using PSO Data for Program Improvement



How other states are using PSO data to inform transition programs

- KY began conducting a census of leavers in order for all districts to have PSO data.
- NC revised their PSO survey to collect more programmatic data to examine whether in-school programs and services correlate with better post-school outcomes.



How other states are using PSO data to inform transition programs



- MD is sharing PSO data with the state Interagency Council to inform and improve the cross-agency collaborative services provided while youth are in-school.
- SD compared outcomes of students who participated in certain transition programs to those who did not to determine program effectiveness.

Let's Look Closer: South Dakota

- **Question:** Are youth who participate in 4 state specific in-school programs more likely to be engaged one-year out of school than youth who do not participate in these programs?
- Programs: **Catch The Wave, Youth Leadership Forum, Self-Advocacy, & Project Skills**
- Used an odds ratio to measure effect size, describing the strength of association between two dichotomous values: youth engaged (i.e., working or enrolled) versus youth not engaged (i.e. not working or enrolled).

OVERALL for 08-09: Odds Ratio of engagement for students who participated in *Catch The Wave, Youth Leadership Forum, Self-Advocacy, or Project Skills*

	# engaged	# not engaged
Participate in CTW, YLF, Self-Advocacy, or Project Skills	177	19
Did not participate in CTW, YLF, Self-Advocacy, or Project Skills	120	26

Those who participated in these programs were **2.03** times more likely to be engaged in work or school than those who did not participate in these programs.

Empirical Evidence

- SD has empirical evidence that youth who participated in *Catch The Wave, Youth Leadership Forum, Self-Advocacy, or Project Skills* were **consistently** more likely to be positively engaged 1-year out of high school than youth who did not participate in these programs.
- With sufficient data, you could do something similar to examine whether the programs offered in AZ or your PEA contribute to positive post-school outcomes.

Guiding Questions help to Identify Objectives & Define Questions that lead to Using the Data to Improve Programming for Youth with Disabilities

- What problem(s) do you want to address?
- What do you need to learn/accomplish?
- Do you need to look at additional data or ask additional questions?

Thinking about Transition Related Program Improvement...Using Data

- In what areas are youth with disabilities doing well?
- What areas need improvement?
- What is the district doing well?
- What does the district need to improve?



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What Does the Research Say?

Predictors of Post-School Success

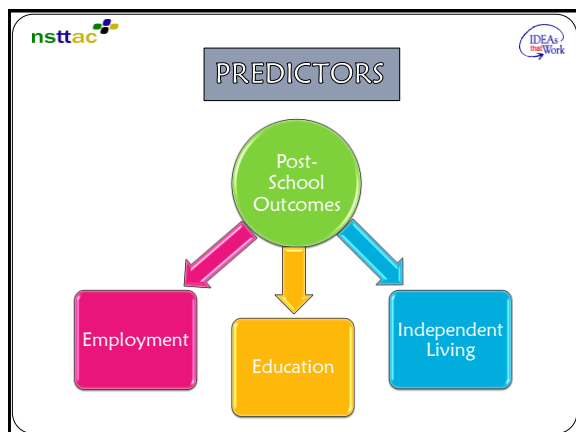
- Academic/General Education
- Career Awareness
- Community Experiences
- Exit Exam Requirements/ High School Diploma Status
- Interagency Collaboration
- Occupational Courses
- Paid Work Experience
- Parental Involvement
- School Integration
- Self-Advocacy/Determination
- Self-Care/ Independent Living Skills
- Social Skills
- Student Support
- Transition Program
- Vocational Education
- Work Study

NSTTAC, 2008

Programmatic Strengths

Think about the 16 predictors of post-school success and our high school transition and academic programs:

- Why does [**DISTRICT**] have positive outcomes for some leavers and not others?
- What attributes can be associated with the outcomes, positive and negative?
- What changes need to be made?

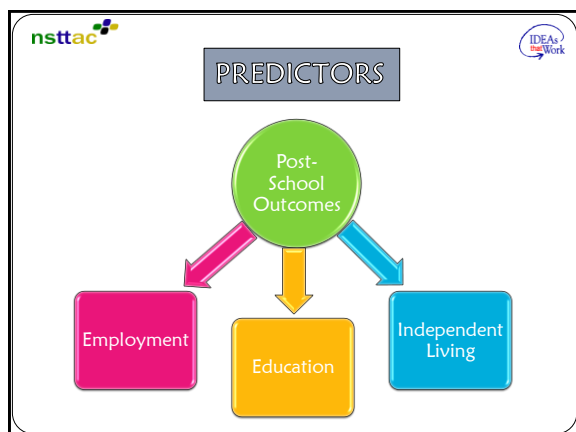
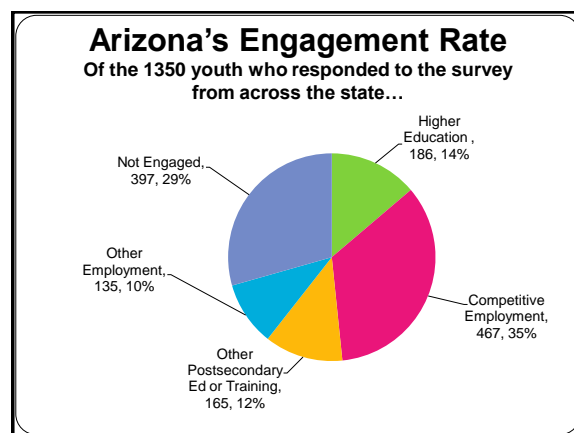


In-School Predictors by Post-School Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
•Academic/General Education	x		
•Career Awareness	x	x	
•Community Experiences			x
•Exit Exam Requirements/High School Diploma Status	x		
•Interagency Collaboration*	x	x	x
•Occupational Courses		x	x
•Paid Work Experience*		x	x
•Parental Involvement	x		x
•School Integration*	x	x	x

In-School Predictors by Post-School Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
•Self-Advocacy/Self-Determination*	x	x	x
•Self-Care/Independent Living		x	x
•Social Skills	x	x	x
•Student Support*	x	x	x
•Transition Program*	x	x	x
•Vocational Education*		x	
•Work Study*		x	

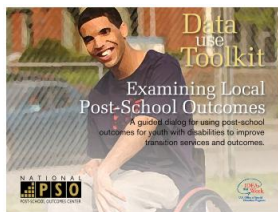


Using Data for Action Planning

- What are our next steps?
- What do we need to do to improve the positive outcomes for our youth with disabilities?

The illustration shows a person in a purple shirt climbing a wooden ladder that is leaning against a wall. The ladder is positioned on a snowy or icy surface. At the top of the ladder, there is a small blue square with a white arrow pointing upwards, symbolizing progress and reaching a goal.

Data Use Toolkit – Revised



**Knowing, Understanding & Using
Data to Improve Programs for
Youth with Disabilities**



Got PSO Data! Now What?

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